DOCUMENT RESUME

ED 302 879 EA 020 468

AUTHOR Pavan, Barbara Nelson
TITLE Job Search Strategies Utilized by Certified Aspiring and Incumbent Female and Male Public School Administrators.
PUB DATE Apr 88
NOTE 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrators; Elementary Secondary Education; *Females; *Job Search Methods; *Principals; Public Schools; *Sex Differences; *Superintendents
IDENTIFIERS *Pennsylvania

ABSTRACT

A survey of 622 aspiring and incumbent school administrators was conducted in order to document job search strategies used by men and women seeking principalships and superintendent or assistant superintendent positions. Since these positions are predominantly held by men, it has been suggested that men's and women's job search strategies differ in effort and technique. Results belie such views. Although younger respondents needed greater effort to obtain their first administrator job, age differences were not so great as expected. Those seeking or possessing a doctorate submitted more job applications, had more interviews, and used more job search strategies that those lacking doctorates. Aspirants made greater efforts than incumbents to obtain their first job; incumbents made more efforts than aspirants to obtain the present job. To obtain administrative jobs, women submitted more applications, had more interviews, and searched longer than men. Female incumbent superintendents made much greater efforts than males, using 13 different search strategies whereas men used only 7. Basically, women employ more strategies to overcome barriers to administrative advancement than men do. Hence it cannot fairly be said that women are just not trying hard enough; blame for women's underrepresentation in educational administration needs to be assigned elsewhere, and monitoring for gender equity seems mandatory. Other implications and policy recommendations are provided. Included are 11 references and 7 tables. (MLH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED302879

Job Search Strategies Utilized By Certified Aspiring and Incumbent Female and Male Public School Administrators

BARBARA NELSON PAVAN
Temple University 003-00
Philadelphia, PA 19122

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Barbara Nelson Pavan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Paper presented at

The American Education Research Association

New Orleans, Louisiana

April, 1988

EA 020 468

Abstract

School administrative certificate holders were asked about their job searches. Although younger respondents needed greater effort to obtain their first administrative job, age differences disappeared for the present position. Those seeking or possessing a doctorate submitted more job applications, had more interviews, and used more job search strategies than those without. Aspirants made greater efforts than incumbents to obtain their first job, incumbents more than aspirants for the present job. Incumbents submitted more relocation applications. To obtain administrative jobs, women submitted more applications, had more interviews, and searched longer than men. Female incumbent superintendents made much greater efforts than males including the usage of 13 different job search strategies while men used only 7. Implications of this gender disequity in school administrative hiring were discussed and policy recommendations were suggested.

Job Search Strategies Utilized By Certified Aspiring and Incumbent Female and Male Public School Administrators

BARBARA NELSON PAVAN
Temple University

Objective

By surveying certified men and women who hold and do not hold positions in educational leadership, this research documents job search strategies utilized by men and women seeking positions as elementary or secondary principalships and assistant or superintendent positions. Since these positions are predominantly held by men, it has been suggested that the job search strategies of men and women differ in effort and technique. This information may assist women in their job searches, be useful for advising by educational administration professors, and for school administrators as they assess their mentoring, promotion, and hiring practices. Implications for policy formulation at the district, state, and federal are suggested.

Perspective

A considerable body of literature is available which reports on the lack of women school administrators. Jones and Montenegro (1982) give recent national statistics and Pavan (1985) presents data on the availability of a qualified female administrative job pool which shows that women hold a greater percentage of the certificates issued than of the administrative positions in Pennsylvania. During the year 1978-79 when all administrative hiring in Oregon was monitored, the percentage of women hired reflected percentages in the total applicant pool. However, women were hired at the lower levels in staff, not line positions. Lack of administrative experience for women related to not being hired. Schmuck, Charters, and Carlson (1981) wondered what prevents male administrators from encouraging women.

The job search strategies of woman aspirants have been surveyed by some researchers, but few have looked at both men and women. Women were more likely to obtain their first administrative position by internal recruitment (42%) than men (26%) in a Wisconsin study of school administrators by Schneider (1986). Both men (88%) and women (86%) indicated being recruited by male administrators. Holders of New Jersey administrative certificates were surveyed (Johnson, Yeakey, Moore, 1980) with a significant difference obtained between the proportion of men (72%) and women (56%) who had applied for administrative employment. Interviews were given to 90% of the male and 83% of the female applicants. District encouragement was experienced by 55% of the men and 42% of the women. Holders of educational administration doctorates looking for management positions received an average of one job offer and two job interviews with men needing to make only four applications, but women eighteen (Hullhorst, 1984).

Methods, Data Source

The appropriate certificate is required for employment as a school administrator in Pennsylvania. Records of names and certificates received is public information, as is the present employment position of all those in Pennsylvania school districts. The certification records contain names and certificates issued. This data source was bumped into the base of individuals currently employed in the public schools which includes individual names, current assignments, and work location addresses. Except in instances where employment in position by sex is less than 100, random samples were drawn from populations with certificates issued since January, 1970 of 100 men in position, 100 men with certificates, 100 women in position, and 100 women with certificates for each of the following administrative jobs: elementary principal, secondary principal, assistant superintendent, and superintendent.

The survey questionnaire was sent on October 1, 1985 to this random sample generated by The Pennsylvania Department of Education of people holding administrative certificates and currently employed in Pennsylvania. Usable completed questionnaires were received from 622 people.

For each position (superintendent, assistant superintendent, secondary principal, and elementary principal) the respondents have been divided by whether incumbent job holders or aspirants and by sex resulting in sixteen sub-populations.

The four page survey instrument was designed for those in possession of administrative certificates whether or not currently employed as a school administrator. Appropriate categories were gleaned from an extensive literature review. Minor changes were made to improve the format and clarity of the directions after a pilot survey. In addition to personal characteristics the survey probed five areas: career pathways, job search strategies, time usage, mentors and their functions, and barriers experienced with strategies used to overcome them.

As part of the survey, respondents were asked to indicate their usage of a variety of job search strategies involving career planning, credential development, interview preparation, and magnitude of searches. Details on first and present administrative job search were also sought: learning about the opening, time spent, number of applications and interviews, and gender ratio of the interviewers. The variables were analyzed for differences by gender, age, possession of doctoral degree, aspiring or incumbent administrator, and certification level: superintendent, assistant superintendent, secondary or elementary principal.

Results

The average time required to search for their first administrative jobs for all respondents was 8 1/3 months with 5 1/3 months required for their present administrative jobs. Over 5 1/2 applications were submitted for the first administrative position and 6 1/4 for the job currently held. While nearly 3 job interviews were needed to obtain the first, only a little over 2 were needed for the present administrative position. About 18% of the interviewers were female for both positions. (See Table 1.)

Differences between sources of information about administrative job openings for the first and present position are also shown on Table 1. District job postings were reported as an information source by 31% for the first and 25% for the present administrative job. Nearly 18% were selected for their first job and 23% for their second. Administrative superiors provided job information for 15% and friends for 10% of the respondents for both positions. Advertisements assisted 13% for the first and nearly 18% to find their present administrative job. The placement office was useful for 10% of the first jobs, but only 5% of the present jobs. Professors, family, and school board members did not provide many job leads.

A list of possible job search strategies (Table 2) was presented and respondents were asked to check all used for their administrative job searches. Usage of strategies relating to preparing credentials were used by the following percentages: 69% had up-to-date resumes, 60% letters of recommendation of file, 43% registered with college placement service, and 40% revised their application letters for different jobs. While 64% applied for jobs in their present district and 56% for out-of-district jobs, only 32% applied to districts which would require relocation of their residence.

Strategies to improve interviewing were used by 36% who researched the district before the job interview, 35% who interviewed for interview experience, 29% who practiced answers to stress questions, and 24% who sent follow up letters. While 47% received informal career counseling from friends and colleagues and 38% had informed administrators of their job search, only 20% had sought formal career counseling from an advisor or agency. Only 15% had developed a career plan with time targets and only 14% had obtained a critique of their plan, resume, or interviewing skills.

To identify the nature of the relationships between the variables, analysis of variance and the chi square method of statistical analysis were used with a .05 level of significance. The variables reported above for the total sample were analyzed for differences by age, possession of a doctoral degree, aspiring or incumbent administrator status and certification level: superintendent, assistant superintendent, secondary or elementary principal.

Age Differences

No significant differences by age were found on variables concerned with seeking the present administrative job. Generally, the older the respondent is now, the fewer interviews and applications needed to obtain the first administrative position. People in their 50's needed about 6 months to find their first administrative job, those in their 40's about 8 months, those in their 30's and 60's over 10 months, and the youngest group required 33 months.

Similar sources of information were used to learn about the first job opening regardless of age. For the present job, 67% of those over 60 were selected while all others utilized advertisements which the oldsters did not.

Significant differences by age were obtained on 7 job search strategies. The general pattern was that the younger the age group, the larger the percentage who utilized the strategy. The only exceptions were that those in

their 20's were closer to those in their 50's in developing career plans, practicing answers to stress questions, and applying for out-of-district jobs. (See Table 3.)

Possession of Doctoral Degree

Since a minimum of 45 graduate semester hours is required for an entry level Pennsylvania administrative certificate, nearly all the survey respondents have earned a master's degree. Respondents indicated that 363 did not possess a doctorate, 79 were currently seeking it, and 180 had already obtained the degree.

Doctoral degree had no influence on the number of months spent searching for the first or present administrative position. Those seeking or in possession of the doctorate submitted more applications and had more interviews for both their first and present administrative jobs than those without the degree. Those with or seeking the doctoral degree relied more on advertisements while those without relied on district job posting as sources of information about job openings for their present administrative position. There was a tendency toward this same pattern of information sources for the first position also. (See Table 4.)

A strong and distinct pattern was obtained when differences in doctoral degree on job search strategies were calculated. A greater percentage of the doctoral possession group, closely followed by the doctoral seeking group, and those without trailed behind in usage of 15 of the 16 job search strategies.

Aspirant-Incumbent Status

Incumbents were those who presently were employed in the highest position for which their administrative certificates qualified them and aspirants held jobs lower on the administrative hierarchy than their certificates. Aspirants spent more months than incumbents (9.6 vs. 7.6), made more job applications

(5.9 vs. 5.3), and had more interviews (3.2 vs. 2.4) in seeking their first administrative position. Incumbents spent more months than aspirants (5.5 vs. 4.9), made more applications (6.4 vs. 5.7), but had fewer interviews (2.0 vs. 2.4) in obtaining their present administrative positions. While both groups relied on similar sources for information about job openings for the first administrative position, a greater percentage of incumbents than of aspirants used advertisements to obtain their present job. (See Table 5.)

Significant differences by aspirant-incumbent status were obtained on 6 job search strategies. Aspirants, more than incumbents, had interviewed for experience and informed administrators of their job search. A greater percentage of incumbents than aspirants had applied for jobs which require relocation of residence, tailored each application letter to the job, researched the job before the interview, and sent follow-up letters after the interview.

Gender Differences

Women spent more months than men looking for their first administrative job (10.2 vs. 7.5), made more applications than men (6.6 vs. 5.1), and had more interviews than men (3.5 vs. 2.3). Women usually learned about administrative openings for their first job from district job postings, by being selected, or from an administrator. Men used these sources to a lesser degree and relied on friends, advertisements, and placement offices more than women. (See Table 6.)

Differences between men and women in seeking their present administrative positions were reduced. However, women needed 2.7 interviews and men only 2.0, and there was a tendency for women to submit more applications than men (8.8 vs. 5.6).

Gender differences were noted on 6 of the 16 job search strategies. Women were more likely than men to have received informal and formal career counseling and to practice answers to stress interview questions. A greater percentage of men than women applied for out-of-district jobs or jobs requiring a relocation of residence and registered for placement services.

Certification Groups

Respondents had obtained a variety of certificates enabling them to hold different administrative positions. Each respondent was classified according to the highest certificate held. These in ascending order are: elementary or secondary principal (course work same except emphasis on level), assistant superintendent, and superintendent (administrative experience required in addition to course work for assistant superintendent).

Those currently holding the superintendent certificate spent 4.6 months finding their first administrative job while holders of all other certificates needed about 10 months. All groups spent 5 to 6 months seeking their present administrative job. Holders of the assistant superintendent certificate submitted many more applications for both administration jobs (about 10) than all the other groups (2 to 7) and had more interviews (4.5) for their first administration job than the others (2).

While all administrative certificate groups relied on district job postings for information about job openings, elementary principals relied most heavily on this source and used advertisements the least in seeking their first job. A similiar pattern persisted for their present administrative job, although a larger percentage of elementary principals was selected.

Significant differences by certificate were obtained on 13 of the 16 job search strategies. For seven the assistant superintendent group had the highest percentage using the strategy, while the other 6 had the highest usage

by the superintendents. So for each strategy, the most and second greatest usage was the superintendent and assistant superintendent, followed by the secondary principal, and lastly the elementary principal. (Data on Table 7.)

Certificate By Gender By Aspirant-Incumbent Status

Analysis was also performed on certificate groups (4) and by gender (2) and by aspirant-incumbent status (2) which resulted in 16 sub groups. Mention will be made of the greatest discrepancies between groups where statistical significance was obtained.

The data on months searching, number of applications and interviews for first and present administrative jobs provided some cases where the numbers were unusually high for certain groups. Incumbent female superintendents submitted 19 applications for their present job while the mean was 6. Aspiring female secondary principals had searched 16 months for their first administrative job while the mean was 8. However, except for the incumbent males, those in the assistant superintendent groups had the most difficulty. Aspiring assistant superintendents searched 15 to 20 months, submitted 14 to 15 applications, and had 5 to 8 interviews, but the means were 8, 6, and 3 for first administrative jobs. About 6 applications were submitted for the present administrative jobs, but aspiring male assistant superintendents submitted 19 and their female counterparts none.

District job postings were most likely to be the source of information about the first administrative job opening. Male secondary principal aspirants relied more on friends and incumbents on being selected while male incumbent superintendents found placement offices a better source. While selection was also common for female assistant superintendents, the male aspirants relied heavily on advertisements for their first jobs.

The most commonly used source of job openings for the present administrative position was different for many groups. Incumbent superintendents used advertisements, while the aspirants were selected as were the incumbent assistant superintendents. Elementary principals were selected or responded to district job postings. While male incumbent secondary principals were selected, the females responded to job postings.

Elementary principal certificate holders, regardless of gender or incumbent-aspirant status, made the least efforts to find a job. The majority of these groups used only 2 job search strategies, up to date resumes and in district applications, while even fewer of the aspiring female group did so. Secondary principal certificate holders used one additional strategy, recommendation letters on file. However, the aspiring female secondary principals increased their effects by informing administrator superiors, applying for out of district positions, and obtaining informal career counseling.

Only 4 job search strategies were used by over 50% of the aspiring male superintendents: resume, letters, in and out of district applications. The majority of all other assistant superintendent and superintendent groups used between 6 and 9 job search strategies with the exception of the female incumbent superintendents who used 13. Incumbents were more likely to develop individual application letters, research district before the interview, and make residence relocation applications while aspirants interviewed to gain experience. As was noted above, the female incumbent superintendents tried practically every strategy on the list. In order to obtain their present superintendencies they had searched 8 months (X=5.37) and submitted nearly 19 applications (X=6.25), used advertisements to learn about available positions,

and employed 13 different search strategies. No other group put forward half as much effort as the female incumbent superintendents.

Discussion

Even though younger respondents reported greater efforts and use of job strategies for the first administrative job, age differences were not as great as had been expected. If data had been sought on the year of job searches, it is possible that differences would be explained by market conditions over the years.

While those seeking or possessing the doctoral degree made greater efforts and utilized more job search strategies than those without, it probably is misleading to imply that the degree leads to extra effort on job searches alone. Those with the Ed.D./Ph.D. or seeking one were twice as likely to aspire toward the superintendency than those without (Pavan, 1987c). The doctorate may be another indication of a person who actively pursues an administrative career.

Aspirants made more efforts to get their first administrative job, while incumbents expended more efforts to obtain their present one. Incumbents were also more willing to relocate than aspirants. Aspirants may not yet have reached the highest job their certificate qualifies them for due to lack of and type of job search strategies.

In order to get administrative jobs women had to make more applications, have more interviews and search longer, which might imply a degree of gender bias. However, women relied more on being selected and district postings to learn about jobs and men were more likely to make out of district or relocation applications. One conclusion might be that women are unwilling to make exceptional efforts to obtain an administrative position. Women experience family pressures to a greater degree than men do. They are the caretakers for

their own children, their spouses, and also their aging parents. (Pavan, 1987c). While such instances are becoming more common, households are not usually moved in order for the wife to move up the career ladder. (Pavan, 1986). It is always difficult to ascertain why women aren't applying out of district. Is it because she doesn't wish to move or because her family will object or refuse or because that is not what "society" expects? Over 95% of the male administrators in this study are married, but only 66% of the women are. It it necessary to forgo marriage or to divorce in order for women to have equal occupational opportunity?

In spite of the efforts made by women in their administrative job searches only 5.2% of the superintendent, 11.5% of the assistant superintendent, 3.9% of the secondary principal, and 20.5% of the elementary principal positions were held by women in Pennsylvania during the 1986-1987 school year. Women do have the required certificates, do have the aspirations, and do apply for administrative jobs. Yet they are not hired -- in spite of their efforts.

Implications

Women hold administrative certificates, but not the jobs (Pavan, 1985). Mentors are available to women and found to be helpful by them (Pavan, 1987a). Women are as confident of their administrative abilities as men, but report more external barriers such as lack of access and hiring discrimination than men do. More women employ more strategies to overcome the barriers to administrative advancement than men do (Pavan, 1986). When asked their ultimate career goal (Pavan, 1987c), the majority of the administrative certificate holders, regardless of gender, indicated the position of the highest certificate held. Although the average work week for all administrators is 52 hours (Pavan, 1987b), women are spending 8 hours more than men on household responsibilities. In contrast to the statement by Shakeshaft (1987, p. 67) that

women do not persist in administrative job searches, this study documented that women had to expend more time and effort than men during their job searches in order to obtain an administrative position.

Given the extra efforts that have already been made by women in comparison to men, it would seem even more unfair to suggest that they are just not trying hard enough. The time has come to admit that the blame needs to be placed elsewhere or at least that in order to increase the numbers of women school administrators, more effort has to made by others. There seems to be a general impression, even among those who should know, that gender equity is no longer a problem in school administration. While the present political climate holds out little hope for this proposal, monitoring administrative hiring for gender equity seems mandatory until more women have been hired. This would require a shift in policy emphasis on the Federal level accompanied by both support from the "bully-pulpit" and regulations enforced to monitor gender equity in hiring procedures.

Those responsible for hiring school administrators, school boards and the mostly male school administrators, need to realize that the talent pool is limited when only men are given serious consideration. State departments of education should emphasize gender equity in hiring and familiarize board members with the research indicating the superb performance of women school administrators.

Departments of educational administration need to be sure that their women graduates are informed of job possibilities and prepared for job interviews. Workshops to critique resumes and practice interviewing, while helpful to men, are essential for women; especially to help women handle those illegal but inevitable questions that are all too frequently raised. Educational administration department members and especially those who conduct

administrative searches should educate board members as to their responsibilities in an equitable hiring process. Most importantly, are departments as agressive in promoting the careers of their female graduates as their male graduates?

Professional educational administrative organizations should invite aspiring female administrators to join. Besides providing an informal network, these organizations can also offer job hunting seminars, develop job banks, and sponsor formal mentoring programs.

School districts might consider providing preschool child care and after school care for all of their employees. Child care is an issue for many families, not just aspiring administrators, and the provision of child care might help solve the predicted teacher shortage.

We know that women have school administrative certificates and expect to hold these positions. Would these numbers increase if state departments of education, school districts, professional education administrative organizations, school boards, and university departments of educational administration made agressive efforts to assist women in obtaining school administrative positions?

References

Hullhorst, A. J. (1984). A comparative study of the career aspirations, job seeking patterns, and career patterns of male and female doctoral recipients in educational administration. Unpublished doctoral dissertation, Western Michigan University.

Johnson, G. S., Yeakey, C. C., Moore, S. E. (Fall, 1980). An analysis of the employment of women in professional administrative positions in public education. Planning and Changing, 11(3), 115-132.

Jones, E. H. & Montenegro, X. P. (July, 1982). Recent trends in the representation of women and minorities in school administration and problems in documentation. Arlington, VA: American Association of School Administrators.

Pavan, B. N. (1985). Certified but not hired: Women administrators in Pennsylvania. Paper presented at the Research on Women and Education Conference, Boston, MA. (ERIC Document Reproduction Service No. ED 263 689).

Pavan, B. N. (Winter, 1987a) Mentoring certified aspiring and incumbent female and male public school administrators. Journal of Educational Equity and Leadership, 7(4), 318-331.

Pavan, B. N. (1986). Barriers to hiring and promotion experienced by certified and incumbent female and male public school administrators. Paper presented at the American Education Research Association Meeting, San Francisco, CA.

Pavan, B.N. (1987b) Sex role stereotyping for household chores by aspiring and incumbent female and male public school administrators. Washington D.C.: American Education Research Association Meeting. (ERIC Document Reproduction Service NO. ED 283 303)

Pavan, B. N. (1987c) Aspiration Levels of Certified and Incumbent Female and Male Public School Administrators. Paper presented at the meeting of the American Educational Research Association, Washington, D.C.

Schmuck, P. A., Charters, W. W., Jr., & Carlson, R. O. (Eds.). (1981). Educational policy and management: Sex differentials. New York: Academic Press.

Schneider, G. T. (1986). Career path and mobility differences of women and men in educational administration. Paper presented at the American Education Research Association Meeting, San Francisco, CA.

Shakeshaft, C. (1987). Women in educational administration. Newbury Park, CA: Sage Publications.

Table 1 - Job Search Variables

	Mean of all respondents	
Variable	First	Present
Months searching	8.36	5.37
Number of applications	5.54	6.25
Number of interviews	2.68	2.16
% Female interviewers	17.79	18.20

Sources of Information About Administrative Job Openings

	% of all respondents	
	First	Present
District Job Posting	30.7%	24.7
Selected	17.7	23.4
Administrative Superior	14.8	14.9
Advertisement	13.2	17.6
Friend	10.4	10.5
Placement Office	9.9	5.4
Professor	2.2	0
Family	.7	0
School Board Member	.4	2.4

Table 2 - Job Search Strategies

Rank		%
1.	Up-to-date written resume	69
2.	In district application	64
3.	Recommendation letters on file	60
4.	Out of district application	56
5.	Informal career counseling/friends, colleagues	47
6.	Placement service registration	43
7.	Individual application letters	40
8.	Administrators informed/job search	38
9.	Research district before interview	36
10.	Interviewed for experience	35
11.	Residence relocation applications	32
12.	Interview practice - stress questions	29
13.	Letter after interview	24
14.	Career plan with time targets	20
15.	Formal career counseling/advisor, agency	15
16.	Critique of resume, job search plan, etc.	14

Table 3 - Age Differences

	Months Looking for Job		Number Job Applications		Number Job Interviews	
Age	First	Now	First	Now	First	Now
20's	33.0		8.5		4.5	
30's	10.1	5.1	10.0	7.8	3.8	2.4
40's	8.1	6.6	5.4	7.0	2.8	2.3
50's	5.9	4.2	2.4	4.5	1.7	2.0
60's +	10.8	.8	1.2	3.9	1.1	1.2
F=	3.477	1.470	5.500	.606	2.317	.696
P=	.0083	.2233	.0003	.6119	.0565	.5552

Source of Information - Present Job About %

Job Openings	30's	40's	50's	60's+
Placement	3	6	7	0
Advertisement	22	20	15	0
Selected	24	20	20	67
Administrator	10	15	19	7
Friend	17	11	7	0
District Posting	22	26	26	20

Chi Square = 35.32143, p = .0260

Job Search Strategy	% of age group utilizing						
	20's	30's	40's	50's	60's+	x^2	P
1 - Up-to-date resume	75	75	71	62	52	11.14996	.0249
10 - Interviewed to gain experience	75	44	36	25	17	23.71808	.0001
8 - Informed administrators/job search	75	45	37	31	31	12.48695	.0141
5 - Informal career counseling	62	54	47	39	38	8.95755	.0622
14 - Career plan developed	12	24	24	13	7	11.72869	.0195
12 - Interview practice-stress questions	25	36	33	15	17	22.79670	.0001
4 - Out of district applications	50	62	59	48	31	15.02445	.0047

Table 4 - Possession of Doctorate -

	Months Looking for Job		Number Job Applications		Number Job Interviews	
	First	Now	First	Now	First	Now
None	8.1	4.7	4.3	3.5	2.1	1.8
Seeking	6.7	7.8	7.6	12.1	4.0	2.8
Have	9.3	5.5	7.2	8.6	3.3	2.6
F=	.463	.907	2.604	4.463	3.575	3.056
P=	.6296	.4051	.0752	.0125	.0289	.0488

SOURCES of INFORMATION ABOUT JOB OPENINGS

	% OF GROUP					
	FIRST			PRESENT		
	None	Seeking	Have	None	Seeking	Have
Placement	9	15	11	6	7	4
Advertisement	12	6	18	8	24	30
Selected	16	25	18	24	24	22
Administrator	16	8	15	18	3	13
Friend	10	17	9	9	14	11
District Posting	35	25	25	31	24	15
Chi Square=		24.53366			32.61179	
P=		.0785			.0033	

Table 4 (cont.)

Job Search Strategy	% of group Possession of doctorate None	Seeking	Have	chi square X^2	P
5 - Informed Career counseling	40	58	55	14.78860	.0006
15 - Formal Career counseling	10	23	21	14.84103	.0006
14 - Career plan/time targets	16	20	28	10.32056	.0057
1 - Up to date resume	61	66	85	31.51796	.0000
3 - References on file	50	52	74	29.90869	.0000
6 - Registered w/placement	33	40	64	49.45413	.0000
16 - Resume, search critique	9	13	24	22.68836	.0000
12 - Interview practice-stress questions	23	38	36	13.02342	.0015
10 - Interviewed for experience	29	40	46	15.70105	.0004
8 - Informed administrators/job search	34	43	44	5.76394	.0560
7 - Individual application letters	30	40	58	40.36085	.0000
4 - Out of district applications	46	61	73	35.90755	.0000
11 - Relocation applications	25	35	45	23.80719	.0000
9 - Research district before interview	27	37	56	41.45489	.0000
13 - Letter after interview	16	25	38	33.46263	.0000

Table 5 - Aspirant - Incumbent Status

	Months Looking for Job		Number Job Applications		Number Job Interviews	
	First	Now	First	Now	First	Now
Aspire	9.6	4.9	5.9	5.7	3.2	2.4
Incum	7.6	5.5	5.3	6.4	2.4	2.0
F=	1.64	1.62	1.77	1.51	2.74	2.78
P=	.001	.023	.000	.046	.000	.000

Source of Information About Job Openings	PRESENT JOB Aspire	Incum
Placement	8%	4%
Advertisement	7	22
Selected	27	22
Administrator	19	13
Friend	14	9
District Posting	24	25
Chi Square = 15.43568, p= .0308		

Job Search Strategy	Aspirant	Incumbent	Chi Square	P
10 - Interviewed for experience	40%	30%	7.75650	.0054
8 - Informed administrator/job search	43%	33%	6.28407	.0122
7 - Individual application letters	36%	43%	2.99254	.0837
11 - Relocation applications	25%	39%	12.42702	.0004
9 - Research district before interview	33%	40%	2.84889	.0914
13 - Letter after interview	19%	29%	8.92302	.0028

Table 6 - Gender Differences

	Months Looking for Job		Number Job Applications		Number Job Interviews	
	First	Now	First	Now	First	Now
Women	10.2	5.8	6.6	8.8	3.5	2.7
Men	7.5	5.2	5.1	5.6	2.3	2.0
F=	1.94	1.10	2.7	1.45	8.50	3.57
P=	.000	.650	.000	.080	.000	.000

Source of Information - First Job About Job Openings

	% Female	% Male
Placement	7	11
Advertisement	8	16
Selected	23	15
Administrator	17	14
Friend	5	13
District Posting	38	27

Chi square= 25.98251, p= .0011

Job Search Strategy

	% of group Women	Men	chi square	P
5 - Informal career counseling	53	43	6.46606	.0110
15 - Formal career counseling	19	12	5.25497	.0219
6 - Registered placement service	35	48	9.66648	.0019
12 - Interview practice-stress questions	39	22	19.50676	.0000
4 - Out of district applications	49	60	6.76015	.0093
11 - Relocation applications	24	37	10.83531	.0010

Table 7 - Certification Groups

	Months Looking for Job		Number Job Applications		Number Job Interviews	
	First	Now	First	Now	First	Now
Superintendent(S)	4.6	4.8	3.8	7.5	2.1	2.5
Assistant Superintendent (AS)	10.7	5.6	9.5	9.9	4.5	2.3
Secondary Principal (SP)	10.3	5.9	4.5	3.2	2.4	2.0
Elementary Principal (EP)	9.7	6.1	5.5	1.88	2.1	1.2
F=	3.752	.216	3.556	2.629	4.204	1.791
P=	.0111	.8854	.0145	.0508	.0060	.1493

Sources of Information

About Job Openings	FIRST JOB S	AS	SP	EP	PRESENT JOB S	AS	SP	EP
Placement	17	5	11	4	6	4	8	2
Advertisement	15	20	13	6	28	16	12	2
Selected	17	17	18	19	19	23	25	36
Administrator	12	17	16	15	12	20	17	12
Friend	12	12	14	4	9	11	11	12
Posting	24	25	25	50	22	21	27	36
	chi square = 84.18950				chi square = 101.8671			
	p = .0000				p = .0000			

Table 7 (cont.)

Job Search Strategy	% of position group utilizing Supt	Asst. Supt	Sec. Pr	El. Pr	X^2	P
14 - Career plan with time targets	21	31	17	13	16.18107	.0010
1 - Up to date resume	76	78	62	58	22.06209	.0001
3 - References on file	61	71	52	44	26.68664	.0000
6 - Registered placement service	56	59	35	22	61.10444	.0000
16 - Resume, search critique	18	17	16	7	10.23196	.0167
10 - Interviewed for experience	40	49	26	26	25.99688	.0000
8 - Informed administrators/job search	35	49	40	30	12.69262	.0054
7 - Individual application letters	49	44	34	31	14.52905	.0023
2 - In district applications	53	71	66	65	15.04846	.0199
4 - Out of district applications	69	66	50	39	39.46111	.0000
11 - Relocation applications	49	34	29	16	41.56930	.0000
9 - Research district before interview	55	41	31	20	44.75235	.0000
13 - Letter after interview	37	30	18	10	38.53575	.0000